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ABSTRACT

This document contained a proposed set of guidelines for admission and selective retention of students in programs of teacher preparation at Miami University, Oxford, Ohio. The presentation was divided into three parts: a) a rationale, b) description of the plan, and c) a set of questions and answers. The rationale recommended the establishment of criteria, standards, and procedures for admission and selective retention of first-year and transfer students to the teacher education program. The outline of admission and selective retention requirements called for a decision by the student regarding his continuation in the program. This decision was based on self-evaluation and evaluation by a designated faculty panel. The first decision came during the freshman year; the second came in the sophomore year; the third preceded the student teaching program. The student, therefore, had the opportunity to evaluate his needs and successes throughout the program. This evaluation technique was also applied to the transfer students and the selective retention program. The questions posed in the final section of the proposal dealt with the supply and demand of teachers and effects of this on teacher training. Suggestions for evaluation of the proposal were made. (BRB)

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November 10, 1971

Dr. Edward Pomeroy
Associate Director
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Dear Dr. Pomeroy

It is a pleasure to submit our entry for consideration of the Awards Committee this year. The entry, as submitted, was approved by the Faculty of the School of Education on June 4, 1971. It was implemented at the beginning of the current academic year with the full approval and support of the faculty and the administration of the University.

It is a program for all students seeking University recommendation for certification in the State of Ohio. Our linkage with Individually Guided Education has given us an important resource in providing program and staff support to the policy.

Sincerely,

C. Neale Bogner
Dean

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Enclosures

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DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM

Sponsored by

THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

SCHOOL OF EDUCATION

Miami University
Oxford, Ohio

November 10, 1971

Submitted by:

Kenneth M. Glass
Associate Dean

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ED 072038

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ADMISSION, RETENTION AND GUIDANCE OF TEACHER CANDIDATES

Part I - Summary

The admission, retention and guidance of teacher candidates at Miami University is based on the premise of understanding and involvement. The teacher candidate needs to be prepared through goal orientation to make decisions at various levels to help him assess a suitability for teaching. New teachers completing a teacher preparation program of work cannot be expected to meet the complex challenges of a new job without adequate means of assessing their competencies. Throughout a program of preparation, the teacher candidate must assume the role of an active participant alongside of the University personnel and the teachers in the elementary and secondary schools in seeking out ways to evaluate his progress.

The new look for the student recognizes that early school contact and relevant field experiences are vital factors in helping him arrive at proper judgments whether or not to continue in teacher education.

The program calls for a first decision at the time of admission as a freshman to the University. The second decision is made prior to the completion of his second year. During his first two years he will have ample opportunity to participate in early contact experiences which will

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provide him with a basis for self-evaluation of the teaching profession as a career. It is at this critical time through student self-evaluation and the counseling efforts of professional staff that the decision will be made for continuation in a teacher preparation program.

Decision at the third level is made prior to the student teaching experience. By this time the student has continued his participation in field experiences in one or more of the linking schools associated with the University Laboratory School. Opportunity for involvement in a program of Individually Guided Education and Multi-Unit Curriculum programs has been available to him. He has completed class work dealing with teaching techniques, classroom management, discipline, as well as a variety of teaching strategies in the various instructional areas. He has also been provided with adequate time to make judgments about his commitment as well as his general capability for success in student teaching and later future success as a teacher.

Admission

and

Selective Retention of Teacher Candidates

This document is a proposed set of guidelines for admission and selective retention of students in programs of teacher preparation at Miami University.

There are three parts to the presentation: (1) a rationale, (2) a brief description of the plan, (3) a set of questions and answers.

A Rationale

For the past several years, the faculty of the School of Education has expressed concern and dissatisfaction with the present procedure of selecting and retaining students in teacher-training programs. Many have felt the need for revising the program of study to provide opportunities for students to have early professional contact with the world of teaching soon after their arrival at the university. These experiences could and should take many different forms such as simulation, clinical experience, working as a teacher aide, engaging in tutoring, involvement with community action programs, working in drug-education centers, and other similar activities. It is assumed that early exposure to a variety of experiences with youth and institutions dealing with teaching and learning will provide students with a better basis for deciding whether or not they should pursue teaching as a career and aid the faculty of the School of Education in deciding whether or not it should allow the student to continue his program of preparation.

Part of the concern of faculty is based upon the knowledge that many of our students are not adequately prepared to teach when they leave the present programs. Largely because of the great numbers of students, the faculty does not become intimately acquainted with the individual student and his potential. Admittedly, the program is shortchanging

the student not only in terms of the clinical experiences, but also in its failure to review student progress individually in a face-to-face contact. Steps must be taken to review periodically each individual's progress through carefully established criteria and procedures.

It is not the intent of the School of Education at this time to impose any established enrollment quotas on selected majors. Through a careful and continuous study of teacher supply and demand, faculty will advise students of opportunities for employment in various teaching fields. Students will make their own judgments and assume final responsibility for deciding which majors to pursue. At some future time, we like some other institutions, Michigan State and Ohio State for example, may find it necessary to establish enrollment quotas for designated majors.

After much prior discussion, a recommendation was made in March, 1970, by members of the Selection and Retention Committee that a study be made to establish standards and procedures governing the transfer of students from other divisions of the university into the School of Education. In October, 1970, Dean Bogner appointed a committee composed of Dr. H. I. Von Haden, Dr. William Gordon, Mrs. Lorraine Hendry, Mrs. Galen Hoxie, Mr. Jack Feldman (graduate student), Mr. John Zinkus and Miss Christine Yash (undergraduate students), Mr. Wilbur Keister (consultant), and Dr. Kenneth Glass (chairman). Prior to the committee's first meeting on November 3, 1970, the original charge had been expanded to include the following concerns:

1. Establishment of criteria, standards, and procedures for the admission and selective retention of teacher candidates.
2. Establishment of criteria, standards, and procedures for the admission and selective retention of teacher candidates who transfer into the School of Education.
3. Recommendation of a plan for implementing the proposed selection and retention guidelines.

The committee under the leadership of Dr. Glass, took its responsibility seriously. From the first meeting it worked on problems associated with the present over supply of teachers and implications for the future, the change-over in program to meet new state certification standards, Miami's

philosophy of teacher preparation, relating the new university requirements to a teacher-education program, and achieving a relationship and linkage between the other divisions and departments of the university and in the School of Education and its departments. The need for collaboration with public schools, desired improvement in the quality and depth of programs; and limitations of finances, staff, and related resources were given careful consideration.

In the initial phases of the work of the committee, an inquiry was sent to all of the state universities in Ohio, the major state universities of the states surrounding Ohio, and selected state universities across the nation. The response was most gratifying. Almost without exception the universities contacted had either just completed revising their selective admission and retention policies or had studies in progress.

As a second phase of soliciting information, each chairman in the School of Education was scheduled to meet with the committee. Invited faculty were asked to speak to the questions of the 1) desirability of a selection and retention procedure, 2) criteria that should be used in the selection of candidates, 3) procedure for the selection, 4) time when selection should be made, and 5) ways of dealing with the student who wants to transfer into the School of Education from another division.

In the third phase of the committee's work, each member was asked to prepare a position paper combining his own personal beliefs, data he had gathered from research, information developed by the committee, and suggestions made by those members of the faculty who had been asked to appear before the committee. After much discussion and compromising on varying viewpoints the committee reached unanimous agreement to support the proposed plan described in the next section.

Proposed Plan for Admission and Selective Retention of Teacher Candidates

This section describes the plan for carrying out the establishment of criteria and procedure for admission and retention as well as the plan for implementation.

The proposal calls for a first decision for admission of freshmen to the university. The second decision is made prior to or at the time of registration as a sophomore student. The necessary second level of decision is critical to the student who may screen himself out of teacher education, or who is screened out by faculty action. The decision to continue in a teacher-education preparation program should be made as early as possible. Therefore, it is hoped that by the sophomore year the student should be able to judge whether or not he desires to continue in teacher education.

Decision at the third level is made prior to the student-teaching experience. By this time the student has been provided with ample opportunity to participate in early contact experiences, has completed methods courses and much of his major field sequence of courses, has been through screening interviews, and has been provided with adequate time to make judgments about his commitment, as well as his general capability for success in student teaching.

Outline of Admission and Selective Retention

1.0 Students will initially be admitted as currently determined by the general standards for admission to Miami University.

2.0 Students desiring to continue in a preparation program for teacher certification will have attained the following steps prior to registration for their sophomore year.

a. A required early school contact experience of 2 credit hours. The experience will provide students with a basis for self-evaluation of the teaching profession as a career. It is suggested that the experience provide students with an opportunity to explore teaching.

In conjunction with this experience or as separate related experiences, students should be required to engage in activities such as:

Work as a teacher aide.

Participation and observation in the McGuffey Laboratory School.

Tutoring.

Simulation experiences.

Visits to school board meetings.

Attendance at PTA meetings.

Work with a community action center, nursery school, or drug education center.

Work as a program consultant to TR 1, Boy Scouts, Girl Scouts, etc.

Participation in student and professional education organization meetings and activities.

The Department of Teacher Education will conduct the experience for all students in elementary, secondary, media, and EMR programs. The Department of Home Economics, Industrial Education, Art Education, and Mens and Womens Health and Physical Education will conduct the experience for their majors.

b. A written self evaluation prepared by the student based on his performance in the experience and related early teaching contacts.

c. An information form completed by the student and filed with the appropriate office as part of his credentials for admission.

d. Completion of the Opinion, Attitude, and Interest Survey (OAIS) and other appropriate screening devices to be determined by the department of the student's major.

e. Adequate speech, hearing, and health to perform the functions of a teacher.

2.1 Students must have a cumulative average of 2.0 or above at the time of their initial faculty screening.

2.2 Applicants' credentials will be assembled and prepared in profile form by the appropriate offices. The criteria indicated in 2.0 above will be employed in the selection and screening process and in building the profile. Other information which can be readily obtained may be employed in the selection and screening processes if research indicates that such information is valid for such purposes.

2.3 All applicants' credentials will be reviewed and evaluated by a panel of faculty in the appropriate department prior to the completion of their sophomore year. Those not

admitted may re-apply for readmission at a later term.

3.0 Application and acceptance for a student-teaching assignment will be dependent upon the following criteria:

a. Junior standing, completion of designated professional education courses, and competence in the subject area as demonstrated by completion of course requirements or proficiency examinations.

b. Evidence of possessing the personal competencies, characteristics, maturity and motivation required to perform successfully in a teaching situation.

c. A cumulative point-hour ratio of 2.25, or above, in all college work undertaken at Miami University and elsewhere.

d. Approval after a screening interview by the appropriate department.

3.1 Students will be assigned to student teaching only after an approval form has been signed by the appropriate office and presented to the director of student teaching.

4.0 Branch Campus Students

a. Middletown and Hamilton Campus students will be required to meet the same criteria and complete the same requirements as students on the Oxford campus.

5.0 Transfer Students

a. Students transferring to the School of Education from

other divisions of Miami University or from other universities will be required to meet the same criteria and complete the same requirements as those students initially designated as teacher-education majors in the School of Education.

b. Students who are on conduct probation will not be eligible for transfer into the School of Education.

6.0 Other division majors seeking teacher certification.

a. Students in this category must register with and be accepted by the appropriate office and complete the requirements as designated for all other students in teacher education before they can receive credit for EDP 53, 54, 55 or subsequent professional courses.

b. Students failing to complete necessary requirements and not previously identified will be denied student-teaching privileges.

7.0 Retention of students in teacher education programs.

a. The presently constituted Selection and Retention Committee in the School of Education will be re-designated as the Retention Committee. The Coordinator for Student Affairs is to be designated as the chairman. Whenever a student is reviewed by the committee, two professors from the department of the

student's major and one other professional member of the faculty will be designated to serve on the committee.

b. The committee will automatically review all candidates who: fall below minimum academic standards after attaining junior standing; are involved in disrupting and/or disorderly acts within the university community; are convicted in a court of law of any crime other than traffic violations; or are placed on conduct probation.

c. The committee will also consider all other students who are referred to it by members of the faculty or other professional personnel.

8.0 Adequacy of resources.

a. It is assumed that adequate resources will be provided to develop and implement the procedures as outlined in this document.

Questions and Answers

1. Is there in fact an oversupply of teachers in Ohio and the nation?

Currently there is a nationwide oversupply of teacher candidates at all levels of education. This oversupply has developed because of several factors. First, many communities are experiencing temporary economic recessions. The limitation on funds means many communities are no longer expanding programs and/or hiring additional staff. Second, there are many communities that are reducing staff size in order to maintain financial stability. The reduction of staff is not localized in Ohio, nor is it just a problem of large cities. Wilmette, Illinois, a Northern suburb of Chicago, will not rehire 43 of the district's 535 teachers. New York City will not rehire 6000 contract teachers next year of 11,500 permanent substitutes. Closer to Oxford, the Boards of Education in Cincinnati, Dayton, Columbus, and Springfield, Ohio and many of the suburban areas of these communities are making drastic cutbacks in staff. The teacher aide staff of the Cincinnati schools has already been reduced in size. The common mood of the recruiters coming to Miami, this year, is one of pessimism. Many recruiters will say in confidence that their trip to Miami this year is more of a "courtesy" call rather than a serious interview seeking to fill vacancies or new positions. The national picture for the 1971 Teacher Trained June graduate is one of a 60% chance of being placed in a position. With this evidence of a shrinking job market a temporary enrollment ceiling placed upon the university, limitations of staff, resources, and adequate financing cause us to seek the best possible candidates.

A second factor important to the long range implications of teacher supply and demand is the decreased enrollment of students in the public and private schools of the United States. During the 1969-70 academic year enrollments in the schools peaked at its highest level in history. With the start of the 1971-72 school year through the seventies

and into the eighties school enrollment will trend downward. Sometime during the mid eighties the school population will again trend upward.

The desirability for the establishment of selection standards and procedures becomes apparent.

2. How should we view the present oversupply of teacher candidates?

News of the oversupply need not create panic or anxiety within the teaching profession. It may well be the best news the profession has received in years and serve as a catalyst to improve the quality of teachers, a much hampered but long sought goal.

3. What are some positive steps that teacher training institutions should be taking with regard to the oversupply of teachers? Answer is reflective of a national survey completed by Bruce L. Sandberg, Florida State University.

1. Alert potential candidates of the increasing supply and oversupply conditions nationwide and the extent these conditions exist in particular states.

2. Obtain accurate and continuous information on supply and demand of teachers in all subject areas.

3. Make more stringent the screening procedures used in teacher training programs to discourage the less able and mildly interested candidates.

4. Where they are lacking, provide introductory programs for freshman and sophomores that include classroom observation opportunities for direct interchange of ideas with teachers, administrators, and other school personnel.

5. Generally, improve the quality of teacher training programs in all possible ways.

4. If the oversupply of teachers is as serious as indicated in prior questions what is our justification for not imposing teacher candidate enrollment quotas?

In a democratic society, manpower needs should not control entrance to the professions or to the trades or to educational opportunities. If anything occurs as a result of oversupply, it is an improvement in the selection of teachers for the classrooms of tomorrow. Beyond this, the curriculum for the preparation of a teacher has more spill over for preparation for life than any other curriculum now in the catalogue.

5. What does NCATE say about admission and retention of students in teacher education programs?

Students in Basic Programs

Teacher education programs described above require students who have intellectual, emotional, and personal qualifications that promise to result in successful performance in the profession. Attention to the characteristics of students admitted to, retained in, and graduated from teacher education is essential to designing and maintaining acceptable programs. It is assumed that an institution selects and retains qualified students in its programs and eliminates those who should not go into teaching; that it provides counseling and advising services; that it provides opportunities for student participation in the evaluation and development of programs; and that it evaluates graduates. The evaluation of graduates is treated in another section of the standards.

In certain instances, institutions may wish to recognize the potential existing in students who do not qualify for admission by the usual criteria by offering special or experimental teacher education programs. In such cases, institutions will explain fully the rationale underlying admission and retention of students in these programs.

6. Admission to Basic Programs

Students seeking admission to programs of teacher education may have to meet requirements in addition to those generally prescribed for enrollment in the institution because there are skills, understandings, and personal characteristics which are unique to teaching. The institution, therefore, uses a number of criteria for admitting students to its teacher education programs. These criteria, both objective and subjective, reflect a rational process for selecting students whose success in the profession can be reasonably predicted.

No single criterion can as yet predict success or failure. This applies to scores on objective tests as well as to more subjective criteria. Nevertheless, scores on standardized tests are useful in predicting the probability of success in the program of studies prescribed for teacher education. Test scores also provide a basis on which institutions can determine how students entering their programs compare with external indicators of probable success.

7. Retention of Students in Basic Programs

The nature of the professional studies component in teacher education curricula calls for a high order of academic achievement and growth in technical competence. Grades in course work provide the usual measures of achievement in theoretical work; observations, reports, and other modes of appraisal provide evaluations of laboratory, clinical and practicum experiences. The institution owes it to the student to determine as objectively and systematically as possible specific strengths and weaknesses as they affect his continuing in a teacher education program.

The academic competence of the teacher is a major determinant of effective teaching, but it is not the only one. Prospective teachers demonstrate those personal characteristics which will contribute to, rather than detract from, their performance in the classroom. It is assumed in the standard that

the institution has the right and the obligation to consider personal factors as well as academic achievement as a basis for permitting a student to continue in a teacher education program.

8. Counseling and Advising for Students in Basic Programs

Students planning to be teachers need counseling and advising services that supplement those regularly provided by the institution. Qualified counselors and advisors assist students in assessing their strengths and weaknesses and in planning their programs of study. Prospective teachers need to be informed about professional organizations and agencies as well as current school problems. They also need to know about the wide variety of options available to them in teaching. Graduates may need the help of the institution in finding appropriate teaching positions.

9. What resources will be required to implement the admission and selective retention guidelines?

There are two types of resources to achieve our goal. First, we will need to reallocate some of our own time as faculty and administrators. Second, we will need to add new resources and seek additional help from support services within the university in order to collect, organize, and examine data necessary to the retention plan.

Much of the accumulation and organization of data about freshman could be achieved through the student personnel advisers and counselors now employed by the University. They could collect biographical information, prepare folders on each candidate, counsel candidates about the process prior to sophomore standing and possibly administer tests where required.

The severe resource demand will be associated with provisions for early experiences. The two hour seminar will be demanding of staff time and commitment. Faculty will be required to work with and counsel

the candidates in directing their activities through early experiences in schools, simulations and other related activities. The review and evaluation of applicants' credentials by a panel of faculty will also be time consuming and costly in terms of actual faculty man hours expended.

Prior to the student teaching assignment a final check of the student's progress is made. Again, faculty are committed to the responsibility of a screening interview for each applicant.

Finally, it will be necessary to designate an Assistant Dean or Coordinator for Student Affairs to administer and supervise the programs.

10. How will we evaluate the effectiveness of selective retention of teacher candidates?

Individual faculties of the departments responsible for programs will have to assume a major responsibility for inventing ways to analyze and pass judgment on how selective retention is working. The criteria procedures and actions of the department will be reviewed annually by a committee. It logically could be the Curriculum Committee or a committee established to work with the Coordinator of Student Affairs.

11. How do we make sure that the program will have a periodic review and how do we accommodate to unique teaching area problems and needs?

The School of Education administration should conduct an annual review of supply and demand data as well as an appraisal of retention criteria and make an annual report to the faculty. The application of criteria in the first years of the new procedure will help us determine what will work and what is not useful. Non-useful criteria should be abandoned and better up-todate information continuously fed into the program.

12. What will selective retention mean for faculty members?

It will cause all of us, administrators, faculty and support personnel, to reallocate some of our time to meet the demands and increased responsibility of doing a better job of working with our students and providing more viable program opportunities than we have ever done before.

13. Is a 2.25 cumulative average unreasonable for students to attain for admission to student teaching?

For some time many of our faculty have considered the present required cumulative average too low a standard. Most of our sister institutions require a cum average equal to or greater than the proposed 2.25. A recent study of "grade point average by program" at Miami University in subjects most commonly taken by undergraduate teacher education students, indicated a low of 2.66 in Industrial Education to a high of 3.16 in Educational Psychology. Examples of other program areas show English with 2.91; Chemistry with 2.77; Economics with 2.93; Political Science with 2.72; Mathematics with 2.82; French with 3.04; Etc.

A paper presented at a recent session of the Annual Meeting of the National Council for the Social Studies (November 24, 1970) indicated that participants in a national survey of selecting teacher candidates through screening procedures cited grade point average as the most frequently used criteria and most important. A personal interview was second in frequency and importance.